Drama – 1st Grade

Lesson 2

**Essential Standards/Clarifying Objectives:**

1.C.1.1 – Use non-verbal expression to communicate movement elements, including size, weight, and rate.

1. C.2.2 – Use dramatic play to perform stories while texts are read aloud.

1.A.1.1 – Analyze texts in terms of the relationships among characters,, setting and events.

1.CU.2.1 – Understand how to use appropriate behavior as an audience member.

1.CU.2.2 – Use appropriate responses to the director or acting coach.

**Materials Needed:**

Story: “Going on a Bear Hunt”

Picture cards of story elements for all students

Construction paper

Glue

Scissors

**Activity: Warm-up**

Procedure (5 minutes):

• “I am going to read you a story about going on a bear hunt. There are lots of sounds we can

make to tell the story. I need you to help me create some sounds for the story. But first let’s

practice making some sound effects of our own.”

• Model for students the ways to make some basic sounds. (e.g., pat legs for light and heavy

rain, stomp feet to show running or walking)

• Ask, “What does a car sound like? What does a siren sound like? What does a gentle breeze

sound like? A strong wind?”

• Ask, “How can you make the pitch of your voice go up? Can you make your voice very low?

Can you growl? What do you sound like when you are scared?”

• Add more of your own.

**Activity: Going on a Bear Hunt**

Procedure (10 minutes):

1. Show pictures of the story points.
2. Discuss the different settings (e.g. tall grass; Are there bugs living in the grass? Is the grass taller than you? If so, how would you move through very tall grass?)
3. Read “Going on a Bear Hunt” to students. You are the leader. The students will mimic by repeating lines using appropriate voice and volume. Vary the pitch and volume of your voice and how you speak the words (stylize by either stretching them out or speaking them short and punctuated) to get students to explore vocal range. When an action occurs in the story, stop and ask students what the action might sound like. Guide students to an answer and model the sound and have students mimic. The story has suggested sounds but feel free to let students come up with their own.
4. Read “Going on a Bear Hunt” and have students mimic the actions and create facial

expression appropriate for the volume, pitch and style of the words.

1. Have students make sounds with their hands, feet, and voices. (e.g., rub their hands
2. together, stomp their feet, clap, pat, whisper, vocal gibberish is encouraged to match the action).

**Activity: Vocal variety and body movement with animals and activities**

Procedure (15 minutes):

1. Have students arrange pictures of the story elements (pictures) into sequential order. Paste onto paper.
2. Assist students with selecting the correct phrase to match the picture. Paste under picture.
3. Ask students to demonstrate the sound and motion used for each story element.
4. Use the check sheet to record observations and assessment.

**Reflection/Evaluation (5 mins):**

Ask the following questions:

“How did adding sounds make the story more interesting?”

“What was challenging about doing the words and the movement together?”

“Was it hard to listen to the story and do the sounds and movement at the right time?”

“What did you notice about the loudness or softness of your voice and movement?”

“What was the most fun to do the voice or the movement? Why?”

Extend to the other curricular concepts:

“What is the difference between over and under?”

“Can we ever go through a mountain, tree or wall? Why or why not?”

**Assessment:**

1.C.1.1, 1. C.2.2